

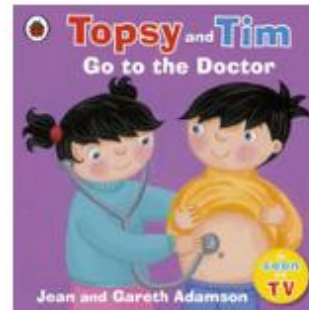
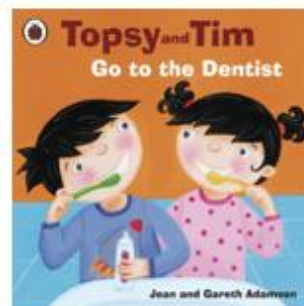
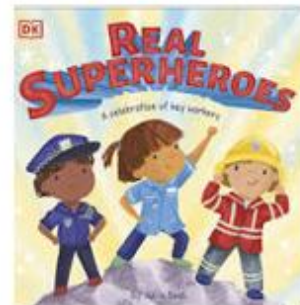
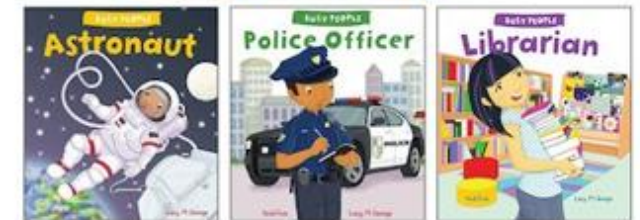
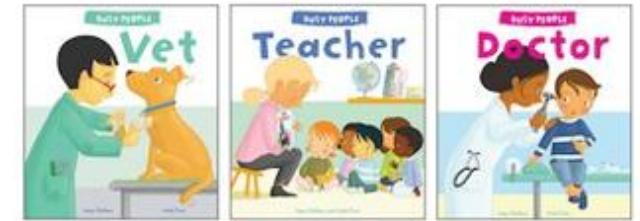
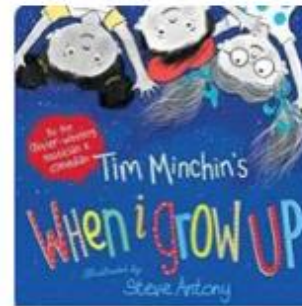
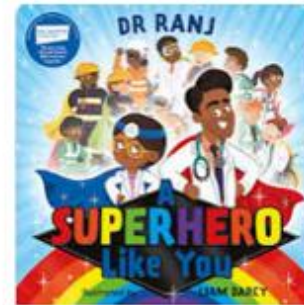
Class: EYFS

Topic Title: Everyday Superheroes

Key question: I wonder who can help me?

Possible opportunities:

- People who help us
- setting goals
- accepting challenge
- Superheroes
- People I admire



**Worsthorne
Primary School**

People Who Help Us

Spring 1

Spring 1 introduces the exciting and meaningful theme “**Everyday Superheroes**”, where children will explore the important people who help us in our daily lives. Guided by the question “**I wonder who can help me?**”, children will begin to recognise that superheroes are not only found in stories, but also in real life within our homes, school, and wider community.

Through discussion, stories, role play, and first-hand experiences, children will learn about a range of jobs and roles, including doctors, dentists, vets, and other people who help to keep us safe, healthy, and cared for. They will explore how these everyday superheroes support others through kindness, bravery, and responsibility.

Children's interests will shape the learning as we investigate helping others, teamwork, and acts of kindness, including simple ideas about charity and caring for those in need. Imaginative play will allow children to step into the role of superheroes and helpers, building confidence, empathy, and problem-solving skills.

This theme supports children in developing a sense of belonging and security, helping them understand that they are supported by others and that they too can be superheroes by showing kindness, helping friends, and making positive choices in their everyday lives.

Communication and Language

We will help our children to:

- Speak with increasing confidence in small groups, whole-class discussions, and role play linked to people who help us
- Use and apply new vocabulary related to jobs, helping roles, health, safety, and kindness through stories, songs, and discussion
- Listen attentively to longer stories and non-fiction texts about everyday superheroes, recalling key events and information
- Follow and respond to more complex instructions involving two or three steps during games, routines, and practical activities
- Express their thoughts, ideas, and feelings clearly when talking about how people help us and how we can help others
- Take turns in conversations, listening to others' ideas and responding appropriately
- Ask and answer questions to find out more about different jobs and roles within the community
- Use descriptive language to talk about what helpers do, what they wear, and the tools they use
- Engage in imaginative role play and storytelling, taking on the roles of doctors, vets, superheroes, and other helpers
- Use increasingly accurate positional, time-related, and comparative language (e.g. next, before, faster, stronger, safer)

PSED – Personal, Social and Emotional Development

We will help our children to:

- Recognise and talk about a range of people who help us, such as doctors, dentists, vets, and people in school and the local community
- Understand that helping others is a positive action and that they can be everyday superheroes through kind words and actions
- Develop empathy by recognising how others may feel and how we can support them
- Build confidence in social situations, including speaking in groups and taking on roles in play
- Strengthen friendships by sharing, cooperating, and working together towards a common goal
- Listen to others and respond appropriately during conversations and group activities
- Develop vocabulary related to emotions, helping roles, and community
- Begin to understand simple ideas about charity and helping those in need
- See themselves as capable, valued individuals who can make a positive difference to others.

Specific PSHE sessions: Health and Wellbeing

I wonder how we can work together?

This half term, children in EYFS will learn that private parts are private and that they can talk to a trusted adult if they ever feel uncomfortable or unsafe. They will explore why we have rules and how these help keep everyone safe and treated fairly. Children will also develop confidence through problem-solving, working together, and learning the importance of trying again when things feel challenging. Alongside this, they will practise talking about feelings and using simple calming and grounding strategies to help them feel safe and settled.

Physical Development PE Unit Overview – Castles

We will help our children to:

- To throw under arm
- To roll a ball
- To jump and land appropriately
- To perform a variety of gymnastics rolls
- To climb up and down apparatus using alternate feet
- To revise fundamental skills covered in the unit

Alongside our structured PE sessions, children will continue to develop their **fine and gross motor skills** through a variety of activities.

We will help our children to:

- Further develop strength, balance, and coordination through running, jumping, climbing, and obstacle courses inspired by superhero training
- Move confidently and safely in different ways, adapting their movements to space, equipment, and others
- Use large outdoor equipment with increased control when pushing, pulling, lifting, balancing, and travelling
- Improve fine motor skills through activities such as cutting, drawing, writing, fastening, and small-world play linked to helping roles
- Use tools and equipment, including scissors, pencils, paintbrushes, and tweezers, with greater precision and control
- Develop hand-eye coordination through throwing, catching, aiming, and building activities
- Take part in action-based movement sessions, responding to instructions and challenges with growing stamina and focus
- Explore superhero and helper-themed movements, developing body awareness, creativity, and confidence
- Begin to understand how keeping active, resting, and making healthy choices helps their bodies stay strong and ready to help others.

Number and Numerical patterns

We will help our children to:

This half term, children will build securely on their number knowledge through a structured **Numberblocks** sequence, developing confidence with teen numbers, place value, and early calculation skills.

We will help our children to:

- Recognise, name, and order numbers from 11 to 16
- Develop number sense by understanding teen numbers as one ten and some ones
- Explore early place value by linking digits to their value in numbers 11–16
- Rote count forwards to 16 with increasing accuracy and confidence
- Represent numbers in different ways using tens frames, Numicon, fingers, marks, and manipulatives
- Use number fans and flashcards to support number recognition and recall
- Make numbers in a variety of ways and explain their thinking practically
- Begin to explore addition by combining groups and solving simple problems
- Develop early subtraction skills through practical games and rhymes, understanding one less
- Investigate doubling and halving using concrete resources
- Begin to identify odd and even numbers and explore equal sharing
- Use mathematical language such as more, fewer, equals, add, take away, and share
- Develop confidence in problem solving by talking through ideas and checking solutions

Reading, Writing and Comprehension (Literacy)

We will help our children to:

- Revisit and secure Phase 2 phonemes where needed, ensuring a strong foundation for all learners
- Introduce **Phase 3 phonics** for those who are ready, focusing on new digraphs and trigraphs
- Blend sounds confidently for reading words, captions, and simple sentences
- Segment sounds to spell and write CVC and simple words with increasing independence
- Apply Phase 3 sounds in reading and writing where appropriate
- Use phoneme frames, sound mats, and oral rehearsal to support spelling and sentence writing
- Continue to form letters correctly, showing improved control, size, and orientation
- Develop early sentence writing, including captions and simple sentences linked to the topic
- Take part in **Talk for Writing** activities based on *The Queen's Hat*, retelling the story using actions, story maps, and repeated language
- Begin to adapt familiar story language to create their own simple versions or endings
- Listen attentively to and discuss *Superhero Like You* by Dr Ranj, developing understanding of real-life superheroes and helping roles
- Answer questions about texts, recalling key events and messages
- Use new vocabulary from stories in conversation, role play, and writing
- Continue to develop understanding of how print works, including left-to-right directionality and spacing between words

Expressive Art and Design (EAD)

We will help our children to:

- Use paint, collage, clay, and recycled materials to create both 2D and 3D superhero and community-themed artwork
- Respond to music through movement, rhythm, and sound, exploring action songs and music linked to superheroes and helping roles
- Take part in imaginative role play and small world activities, acting out the roles of doctors, vets, emergency workers, and everyday superheroes
- Use instruments to explore tempo and dynamics, creating sounds to match actions, movements, and superhero scenarios
- Begin to plan, create, and talk about their work, explaining choices of materials and techniques
- Work collaboratively on shared creative projects, such as class displays celebrating helpers in the community
- Build confidence in performing songs, rhymes, and role play linked to helping others and being kind

Understanding of the World

- Learn about a range of people who help us, including doctors, dentists, vets, emergency services, and helpers within school and the local community
- Begin to understand different jobs and why they are important to people's health, safety, and wellbeing
- Talk about how people help and care for others, linking this to kindness, responsibility, and teamwork
- Explore winter weather, noticing changes such as cold temperatures, frost, ice, and shorter days
- Observe and talk about changes in nature during winter and how people and animals adapt to colder weather
- Use simple tools and equipment to investigate the outdoor environment, such as magnifying glasses and collecting pots
- Ask questions and make comments about what they notice, linking new learning to their own experiences
- Develop vocabulary related to winter, weather, jobs, and helping roles
- Learn about ways to stay safe in winter, including keeping warm and understanding risks such as ice
- Begin to understand how communities work together to support one another, especially during challenging times



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